

## **Evaluation and assessment scale for on-the-job-learning and vocational skills tests - Axxell**

The rating scales has changed (2008) from N1 B5 (Satisfactory 1-2, 3-4 Good, commendable 5) for N1-B3 (Satisfactory 1, Good 2, praiseworthy 3). Meanwhile, the number of objectives being evaluated has dropped from to four. The tables below gives a brief statement of the skills assessed per item for appraisal.

The assessment of the vocational skills tests (students who begun studying according the curriculum of 2008) are assessed in relation to 4 assessment criteria that are set by the National board of education. The four assessment criteria are:

1. Mastering the work
  - Students' ability to plan, implement and evaluate the work. E.g. a) making sure that the different tasks carried out at work are done in the correct order; b) starting work on time; c) keeping the work environment in order after the work is completed.
2. Mastering the methods, tools and materials
  - Students' knowledge of methods, tools and materials.
3. Mastering of knowledge that is the basis for the work
  - Student's theoretical knowledge that are appropriate for the work tasks
4. Key skills for lifelong learning.
  - Lifelong learning and problem-solving skills, interaction and collaboration, professional ethics, health, safety and working ability, initiative and entrepreneurship, sustainability, aesthetics, communication and media skills, mathematics and science, technology and engineering as well as active citizenship and different cultures.

When making the assessment of the student's skills only those tasks and activities that can be assessed on a trustworthy and secure way during the working process will be taken into consideration. In other words, not all activities are assessed during a vocational skills test.

The grade given during the vocational skills test affects the grade of the entire vocational module. The grade from the vocational skills test and the grade for the evaluation of additional knowledge results in the grade for the vocational module.

The grades from a vocational skills test are registered in a certificate of skills demonstration. The certificate of skills demonstration is a part of the student's qualification certificate. The qualification certificate also consists of a vocational upper secondary certificate, in which each module is assigned with a grade

## The Evaluation

The evaluation of the students during the on-the-job learning is very important. During the evaluation meetings the student is given such constructive feedback that helps the student reach the set aims.

The evaluation/assessment must be based on the evaluation discussions and shall build on the self-assessment of the student. The work mentor, the teacher and the student takes part in the assessment discussion. The aim is to discuss the skills of the students in comparison with the aims of the on-the-job-learning/vocational skills test. This discussion should result in the development of the students vocational skills.

In the beginning of the on-the-job learning period the teacher, the student and the work mentor decides on the day when the assessment discussion will be held. This date should be at the end of the on-the-job-learning period so that the student has time to learn and practice on the tasks and to conduct the vocational skills test. Before the talk the student and the work mentor fills individually a evaluation form.

The student's self-assessment belongs to good evaluation praxis. After the teacher has gone through the aims and work tasks relating to these aims that were agreed on in the beginning of the on-the-job-learning period, the student gives his/her self-assessment. After the student has given her self-assessment the work mentor gives her response and motivates her grades.

The final grade given is a consensus between all parties. This means that the 3 parties agree on the grade after discussing it. After the consensus is reached the teacher gives a concluding grade to the vocational skills test.

After the assessment discussion, the teacher collects all assessment forms (the student's, the work mentor's and the form that was filled in together) and takes the form to the school where they will be archived. The materials are saved for six months after the student's graduation.

If the student is not happy with the assessment he or she can, within 14 days from the day he/she was given information about the grade, make a complaint to the principal or to one of the persons who took part in the assessment. This can be a teacher or the work mentor if it has to do with the on-the job-learning. If the student is not happy with the decision made during the first appeal, he/she can make a written demand for correction to the Board of trustees. The Board of trustees then makes a decision if a new assessment shall be made.